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ABSTRACT

Comprising 15.6% of the city population and 8.7% of the metropolitan area population in 1979, Hispanics are becoming a major segment of the labor force in Chicago. Based on ethnic composition data for 163 area elementary schools in 1970 and 1979, numbers of Mexicans and South and Central Americans are rising while the population of Puerto Ricans and Cubans is declining. Black and white populations are declining as well, suggesting a decrease in the unskilled labor force in the area. Chicago Hispanics have settled in five major industrial areas previously occupied by residents of Slavic background: East Humboldt Park, Pilsen, South Chicago/South Deering, Lakeview, and the Roosevelt and Western area. In addition, Hispanics have settled on the North side, east of the Chicago River. A larger concentration of Mexicans exists south of Madison Avenue: to the north is a mixture of Hispanic groups. As more companies need to tap this increasing segment of the labor market, the behavior characteristics of Hispanics in the work place will become significant in the areas of recruitment, screening and selection, training, motivation, and supervision. Hispanics and non-Hispanics differ in their response to authority, structuring behavior, and motivation attempts. (SB)

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# "Hispanics in Chicago: Demographic Changes and Behavioral Characteristics at the Workplace"

Summary of a Presentation
at the Chicago Chapter of the
American Statistical Association
Conference on March 25, 1980
(Revised Version)

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Abstract

The presentation focused on Hispanic Americans as a major segment of the labor force and consumer market in the city. The topic was divided into two major parts. The first part described the size and location of the Hispanic American population in Chicago. It included a description of the neighborhoods to which Hispanics appear to be moving. This forecast was based on data about the ethnic composition from 163 elementary public schools in Chicago for 1970 and 1979. In these schools between 10% and 99% of the students were of Hispanic origin. The second part centered upon which differences in the behavior of Hispanic Americans in relation to other Americans can be relevant in work situations. The differences mentioned have been identified from research done by this author and others on that subject.

## I. Size and Location of the Hispanic Population in Chicago

### A. Size of the Hispanic population in Chicago in 1980

Hispanic Americans can be estimated to number about 463,000 in the city and about 612,000 in the six county metropolitan area. They represent about 15.6% of the population in the city and 8.7% of the Northeastern Illinois six county area (Cook, Kane, Lake, DuPage, Will and McHenry counties).[1] These figures are similar to other indicators of the probable size of the Hispanic population. For example Hispanics represented 17.2% of all students in the Chicago public schools.[2] They were 10.1% of the employees in the Chicago area for 25 of the largest industrial corporations of Chicago.[3]

The trend towards the future is for Hispanic Americans to rise as a percentage of the city population. The changes in elementary school population can serve as a conservative estimate of changes in the future. Hispanics were 17.6% of the elementary public school students in 1978 and 18.9% in 1979.[4] This increasing trend is dramatized by the fact that White and Black students are decreasing not only as a percentage of the school population but they are both decreasing in absolute numbers also. For example, Black students in the public elementary schools began to decline in absolute numbers in 1972. They have decreased from 246,204 in 1971 to 198,124 in 1979 as a 19.5% decline in eight years. Black students in public high schools decreased also from a peak of 103,120 in 1976 to 91,796 in 1979, or an 11% decrease in three years. This implies that there is a decrease in the flow of new workers from high school into the labor market of Chicago. This suggests that a reason for the influx of Hispanic Americans into the city may be a gap in the supply of unskilled labor in the city. Figures 1, 2 and 3 illustrate those trends.[5]

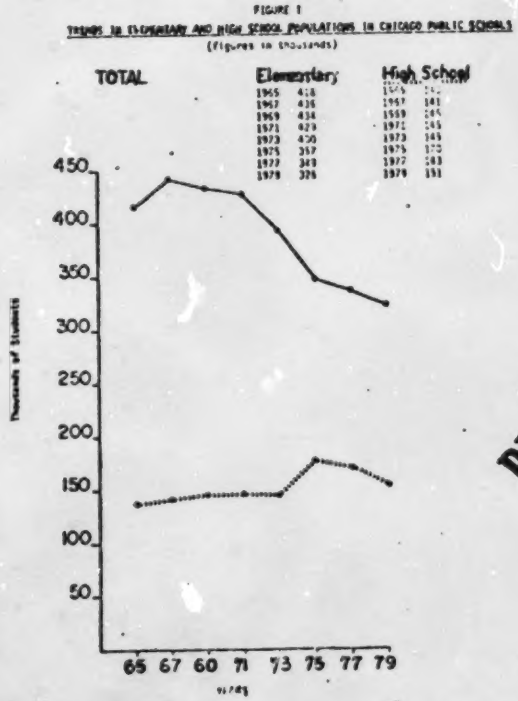


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FIGURE 2

TRENDS IN ELEMENTARY AND HIGH SCHOOL POPULATIONS AMONG BLACK STUDENTS IN CHICAGO PUBLIC SCHOOLS
(Figures in thousands)

BLACKS

| | Elementary | High School |
|---|---|---|
| 1965 | 208 | 51 |
| 1967 | 229 | 63 |
| 1969 | 243 | 72 |
| 1971 | 246 | 75 |
| 1973 | 235 | 79 |
| 1975 | 209 | 85 |
| 1977 | 211 | 90 |
| 1979 | 198 | 92 |

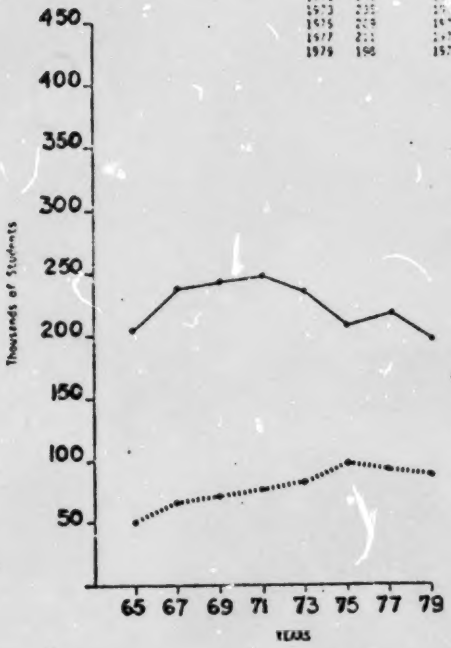


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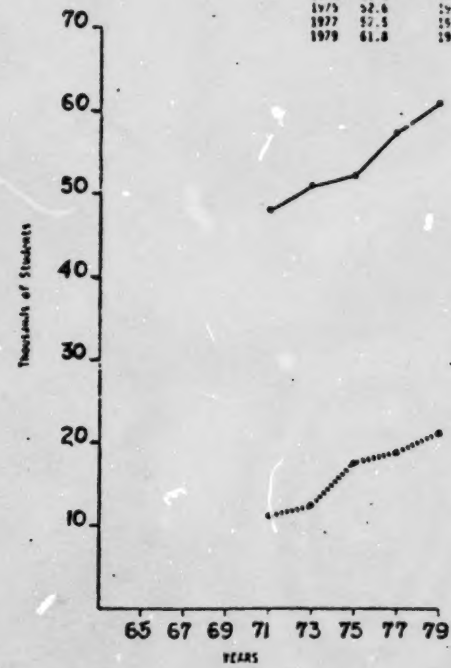
FIGURE 3

TRENDS IN ELEMENTARY AND HIGH SCHOOL POPULATIONS AMONG HISPANIC STUDENTS IN CHICAGO PUBLIC SCHOOLS

HISPANICS

| | Elementary | High School |
|---|---|---|
| 1965 | | 1965 |
| 1967 | | 1967 |
| 1969 | | 1969 |
| 1971 | 45.4 | 1971 11.4 |
| 1973 | 51.0 | 1973 12.7 |
| 1975 | 52.6 | 1975 17.7 |
| 1977 | 57.5 | 1977 15.8 |
| 1979 | 61.8 | 1979 20.2 |

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B. Changes Among the Hispanic Nationality Groups

Chicago, together with Los Angeles and New York, San Antonio and Miami has one of the largest Hispanic American populations. However, Chicago is the only major concentration of Hispanics in the U.S. where no one nationality group is the clear and traditional dominant group. Mexicans predominate among Hispanics in the southwest, Cubans predominate among Hispanic Americans in Florida, and Puerto Ricans predominate among Hispanics in the Northeast. Chicago has been the only place where large numbers of Puerto Ricans and Mexicans, combined with substantial minorities of Cubans, Central and South Americans find themselves together. However, several important changes are taking place. The Puerto Ricans and Cubans are decreasing in the Chicago Public Schools in absolute numbers while Mexicans and other Hispanics are increasing. Table 1 shows the 1970 and 1979 breakdown of Hispanic elementary school children by nationality which can be used to forecast what the future mix may be. Mexicans have been increasing and now they represent 54% of all Hispanics in public elementary schools. However, Puerto Ricans still represent a substantial 38% of all the Hispanic children.[6]

Table I

Distribution by National Groups among the Elementary School Children

| | 1970 | 1979 |
|---|---|---|
| Mexican | 43% | 54% |
| Puerto Rican | 46% | 38% |
| Cuban | 5% | 2% |
| South & Central American | 6% | 6% |

In the past nine years the growth of the Mexican origin population has been particularly dramatic. Mexican children in the school population increased from 24,066 in 1970 to 44,720 in 1979 or an 86% increase in nine years. This rate of growth has accelerated since 1975 to 8.6% rate of increase a year.[7]

The increase of the Mexican population has not been merely in numbers, but it has also altered the mix of the Hispanic population in different parts of the city. The Hispanic population south of Madison Avenue is becoming more homogenously Mexican while the north side is becoming more of a mixture of the different national groups. Mexican students in the Chicago public elementary schools increased from 79% to 88% of Hispanic students south of Madison Avenue between 1970 and 1979. They also increased from 18% to 30% of Hispanic students north of Madison Avenue during the same period. Table 2 shows these changes for all Hispanic groups in the north side of Chicago.

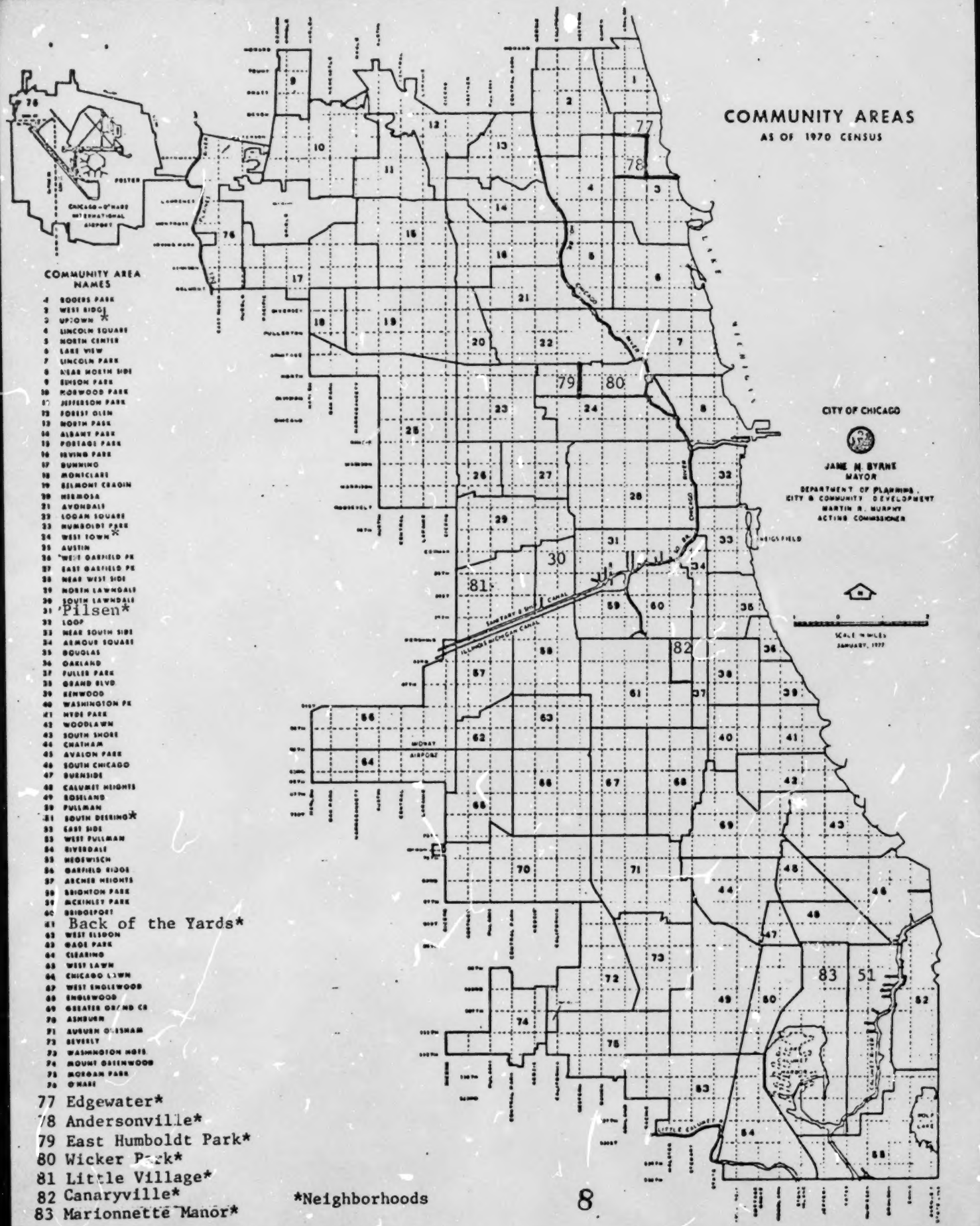
Table 2

Distribution by National Groups in North Side of Chicago

| | 1970 | 1979 |
|---|---|---|
| Mexicans | 18% | 30% |
| Puerto Ricans | 67% | 60% |
| Cubans | 8% | 3% |
| Central and South Americans | 7% | 7% |

C. Where the Hispanics Have Been Moving To

The Hispanic population was concentrated in five areas of the city in 1970. The two largest settlements had their center in the Division and California intersection (East Humboldt Park neighborhood) in the north


COMMUNITY AREAS
AS OF 1970 CENSUS
CITY OF CHICAGO
JANE M. BYRNE
MAYOR
DEPARTMENT OF PLANNING,
CITY & COMMUNITY DEVELOPMENT
MARTIN R. MURPHY
ACTING COMMISSIONER
SCALE IN MILES
JANUARY, 1977
COMMUNITY AREA NAMES
1 ROGERS PARK
2 WEST RIDGE
3 UPTOWN *
4 LINCOLN SQUARE
5 NORTH CENTER
6 LAKE VIEW
7 LINCOLN PARK
8 NEAR NORTH SIDE
9 EDISON PARK
10 NORWOOD PARK
11 JEFFERSON PARK
12 FOREST GLEN
13 NORTH PARK
14 ALBANY PARK
15 PORTAGE PARK
16 IRVING PARK
17 DUNNING
18 MONTCLARE
19 BELMONT CRAGIN
20 HERMOSA
21 AVONDALE
22 LOGAN SQUARE
23 HUMBOLDT PARK
24 WEST TOWN *
25 AUSTIN
26 WEST GARFIELD PK
27 EAST GARFIELD PK
28 NEAR WEST SIDE
29 NORTH LAWNDALE
30 SOUTH LAWNDALE
31 Pilsen*
32 LOOP
33 NEAR SOUTH SIDE
34 ARMOUR SQUARE
35 DOUGLAS
36 OAKLAND
37 FULLER PARK
38 GRAND BLVD
39 KENWOOD
40 WASHINGTON PK
41 HYDE PARK
42 WOODLAWN
43 SOUTH SHORE
44 CHATHAM
45 AVALON PARK
46 SOUTH CHICAGO
47 BURNSIDE
48 CALUMET HEIGHTS
49 ROSELAND
50 PULLMAN
51 SOUTH DEERING*
52 EAST SIDE
53 WEST PULLMAN
54 RIVERDALE
55 HEGEWISCH
56 GARFIELD RIDGE
57 ARCHER HEIGHTS
58 BRIGHTON PARK
59 MCKINLEY PARK
60 BRIDGEPORT
61 Back of the Yards*
62 WEST ELSDON
63 GAGE PARK
64 CLEARING
65 WEST LAWN
66 CHICAGO LAWN
67 WEST ENGLEWOOD
68 ENGLEWOOD
69 GREATER GR/ND CR
70 ASHBURN
71 AUBURN GRESHAM
72 BEVERLY
73 WASHINGTON HGTS
74 MOUNT GREENWOOD
75 MORGAN PARK
76 O'HARE
77 Edgewater*
78 Andersonville*
79 East Humboldt Park*
80 Wicker Park*
81 Little Village*
82 Canaryville*
83 Marionnette Manor*
*Neighborhoods
CHICAGO-O'HARE INTERNATIONAL AIRPORT
MIDWAY AIRPORT
CHICAGO RIVER
CALUMET RIVER
LAKE MICHIGAN
SANITARY & SHIP CANAL
ILLINOIS & MICHIGAN CANAL

and in the Cermak/Ashland intersection in the south side (Pilsen neighborhood). Other three minor concentrations were centered in the Belmont/Halsted area (Lakeview), the Roosevelt and Western area, and the 95th and Commercial Area (South Chicago/South Deering neighborhoods). It appears that major expansions of these settlements have occurred since then in all but the Roosevelt and Western concentration.

The East Humboldt Park has expanded North, East, West and South into traditionally Polish, Italian and Ukranian areas. They now represent over 70% of the elementary schools students in the Logan Square, Wicker Park, East Humboldt Park, and West Town neighborhoods. They also represent between 35% and 52% of the students in the Hermosa, Avondale and West Humboldt Park community areas.

An even more dramatic expansion of Hispanics seems to have taken place in the North side of the city, east of the Chicago River. There were very few concentrations of Hispanic Americans there during the 1970 Census. Hispanics now constitute 49% of the elementary school students in Lakeview. They also make between 23% and 28% of the elementary school students in the Rodgers Park, Uptown, North Center, Lincoln Park and Albany Park community areas.

In the south, the main expansion has been on both sides of the Stevenson expressway. Mexicans now represent over 70% of the elementary school children in areas that used to be traditionally Polish, Czechoslovakian and Italian like Little Village, South Lawndale and Pilsen. They appear to be moving also into areas of Bridgeport, McKinley Park, Back of the Yards, Archer Heights, Brighton Park and Chicago Lawn south of the Stevenson expressway. In those community areas they now represent between 20 and 42 percent of the elementary school students in the public schools.

The expansion in the 95th and Commercial neighborhood has been primarily south into South Deering and south-east into the East Side neighborhood these being traditionally Polish and Yugoslav areas.

There are two areas of the city (Lincoln Park in the North side and West Pullman in the South) where the Hispanic American population seems to be in the decline.

D. Conclusion of the First Part

The Hispanic population is growing rapidly with the Mexican, South and Central American nationalities rising fastest. They are moving into neighborhoods close to industrial areas previously populated mostly by Slavic nationalities. The expansion of Hispanic population in the North side, east of the river being an exception.

Hispanics are likely to represent an increasing share of the Chicago labor force and consumer market. They have settled in five major areas of the city each of which has some distinct characteristics in terms of nationality mix of the Hispanics and how long Hispanics have been living in the area. Companies needing less skilled labor will find an increasing need to tap this labor market because of the decline of other groups. Companies involved in marketing in Chicago will find themselves challenged to attract this influx of new population to the retail outlets they have in areas where Hispanics are located. Companies that are not in those areas, are likely to find new opportunities to get established with the new Hispanic population that is moving in.

## II. Behavioral Characteristics of Hispanics in the Work Place: Relevant Differences from Other Groups

During the last ten years, an increasing number of large organizations have been "discovering" the Hispanic consumer market in Chicago. Advertising to that market using the specialized Spanish language media has become more and more common. However, little to no attention has been focused on the Hispanics as a labor market. Are there any differences there that also deserve attention? This part of the presentation will offer some insights into that question.

There seem to be indications that there are differences that merit attention concerning Hispanics and work situations. There are issues pertaining to recruitment, screening and selection, training, motivation and supervision that can be very important to different organizations that have Hispanics as part of their labor market. The following examples illustrate some of these differences and some possible implications.

One organization wanted to hire more Hispanics into professional jobs that required a bachelors degree with concentration in accounting. A problem they were concerned with was that they were finding many of the Hispanics they were interviewing not to be aggressive enough. The indicators used by the interviewers were observations regarding whether the interviewee looked at them straight in the eyes or if they tended to shift opinions when the interviewer presented an opposite viewpoint. These are rules of thumb that may have validity in many cases for the U.S. population as a whole. However, these same indicators can be misleading when used to evaluate aggressiveness among Hispanic Americans. Hispanic American children are conditioned to show deference to authority figures much more than most children in the U.S. These patterns may carry into the job interview situation causing a misunderstanding

of the behavior the Hispanic American shows. The need in this area is to seek more reliable and valid instruments to evaluate aggressiveness precisely because it is important for this organization. That is a more refined instrument to measure it could benefit the organization in its screening of all candidates.

Another organization was trying to recruit Hispanics and had the problem of reaching them through the traditional advertising and promotion media they were using. A possible alternative was to switch to Spanish language media. This seemed worthwhile considering that it has been found that Hispanics tend to depend more on interpersonal information networks and on Spanish language media as a source of information about jobs. However, the use of the Spanish media creates the question of which language to use. Depending on how much English is required in the job, an English or Spanish copy may have more merit.

A third organization hired hundreds of Hispanics in a year. However, they found that the number of Hispanics in their work force had increased by a few dozens only due to an unusually high turnover rate. In this situation, discussions with the managers were conducted to make them aware of some of the characteristics of Hispanic workers that could be causing the problems. They were also encouraged to foster some low-cost initiatives to improve the feeling of belonging in the organization and to foster interpersonal relations for new employees. Procedures to facilitate work schedule adjustments were pointed out also as important.

Lastly, in the area of supervision there seem to exist some important differences. Most people tend to dislike to be told what, when, how, how much to do on a repeated basis. However, behavior geared to create a structure in the job, a path to assure the accomplishment of the task, is always necessary to a certain degree. In a study I made in a factory in Chicago it was found

that Hispanics' performance was more favorably influenced by the structuring behavior from the supervisor than other not-Hispanic workers. However, Hispanics also tended to be more dissatisfied with receiving structuring behavior than other workers. This paradox appears to have a solution. Consideration behavior (interpersonal trust, respect, concern) can serve as a buffer to the negative effects of structuring behavior. It was found that Hispanic workers receiving relatively higher levels of both structure and consideration averaged a higher level of performance and satisfaction than the Hispanic workers receiving other combinations of behavior. Consideration and structure do not have to be modified only through the behavior of the supervisors. Many times that will not be realistically feasible. However, the overall level of structure that the Hispanic worker receives in other forms also like training, clear procedures, buddy-system, etc. can be combined with other forms of "feeling trusted, respected, be a concern of..." that the organization may have or be able to develop.

Summary

This section tried to increase awareness about some particular problems and opportunities concerning the Hispanic Americans in the work force. These conditions are likely to be experienced by an increasing number of organizations here due to the rising numbers and proportion that Hispanics represent in Chicago's labor force. The reputation those companies develop among Hispanics could influence their appeal to workers from this group in the futu

## Footnotes

1. The 1980 estimate of the Hispanic population was computed increasing the 1970 Census figure by the widely argued undercount of Hispanics that year and by the estimated population growth from newborns and migration during the past 10 years. The undercount was estimated to have been 25% based on a study of the proportion of undocumented Mexican nationals among the Mexican-origin population in Corpus Christi, Texas. The population growth was estimated to match the 45.4% increase in the Hispanic students in the Chicago public schools during the 1970-79 period. For the rate of growth for the 1979-80 year, a 3.05% increase was added based on the 1978-79 increase in the Hispanic student population in the Chicago public schools.

The above figures were compared to the estimate that the population of the city of Chicago is about 2,972,000 as of 1980 (an 11.8% decrease since 1970) and that for Northeastern Illinois six county area the population is 7,049,700 in 1980 (an 80,000 person increase) based on an estimate by Prof. Pierre de Vise, University of Illinois:

| | Hispanic Population | |
|---|---|---|
| | City of Chicago | Northeastern Illinois - 6 County Area |
| Census 1970 | 247,343 | 326,948 |
| Revised 1970 (plus 25% undercount) | 309,178 | 408,685 |
| 1979 Estimate (add 45.4%) | 449,422 | 594,064 |
| 1980 Estimate (add 3.05%) | 463,129 | 612,182 |

2. Board of Education. Chicago Public Schools "Student Racial Survey" 1979

3. Chicago Reporter, Vol. 8, No. 11, November 1979.

4. To follow the changes in the Hispanic population in Chicago, this author used data published by the Chicago Public School system. The proportion of Hispanic Americans among students for the elementary public schools was used to estimate the trends in the city and in the neighborhoods. This

data base has several major limitation, but it is one source of data that is available now. The U.S. Census data will not be available for at least another year. The data from the public school system has several good points. It is available for every year since 1970 on a systemwide basis and for over 600 individual elementary schools. The data from the individual schools allows to detect possible population shifts in relatively small segments of the city. Furthermore, the Hispanic students data is subdivided into Mexicans, Puerto Ricans, Cubans and others (except for the year 1978). This allows to observe trends across the different Hispanic nationality groups.

The data also has several strong limitations, however. It excludes the adult population. The student figures overestimate the Hispanic population as a whole because of their larger families and underestimates the White not-Hispanic population that is older. The data does not include children in the Chicago Catholic schools. This underestimates the Cuban, South American and White not-Hispanic populations that tend to send more of their children to Catholic schools than the other groups. The different groups probably vary also in the proportion of children than are outside of both the private and public school systems. Lastly, schools have closed and boundaries from which each school draws students are altered over the years. However, considering that the U.S. Census data will not be available for over one year, this data can provide some interesting clues about what has happened in tha past decade. Furthermore, because it is based on children population, it also can give insights into what the future trends of the population may be.

5. Board of Education. Chicago Public School "Student Racial Survey" Years 1970 through 1979.

6. Board of Education. Chicago Public School "Student Racial Survey" 1970 and 1979

7. Board of Education. Chicago Public School "Student Racial Survey" Years 1970 through 1979

8. See footnote number 4